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ABSTRACT

A study compared the attitudes of high school students from three countries--Australia, Portugal, and the United States--concerning the importance of work, home, and family in their lives. By administering appropriate national versions of the Salience Inventory and the Career Development Inventory to 114 Australian, 158 Portuguese, and 204 American high school students, researchers were able to measure the behavioral, affective, and cognitive attitudes of the youths toward work, home, and family. Distinctive role patterns emerged in the three countries. Although the Australian students had the highest work participation, they had the lowest work commitment. The Portuguese students had the least work commitment as well as the least work experience and the lowest values realization through work. Of the three groups surveyed, the American students were the most committed to home and family and had the highest values expectation through work. Australia and the United States had similar sex-role patterns with females more committed to home and family than males and more committed to home than to work. In contrast, Portuguese females reported higher levels of commitment to work than did Portuguese males, and both sexes were relatively more committed to work than to home. (MN)

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ROLE SALIENCE ON THREE CONTINENTS (AUSTRALIA, EUROPE AND NORTH AMERICA)*

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ROLE SALIENCE ON THREE CONTINENTS
(AUSTRALIA, EUROPE AND NORTH AMERICA)

Abstract

The study investigated role salience in high-school students in three countries, Australia (N=114), Portugal (N=158), and the USA (N=204). Each subject took the appropriate national version of the Salience Inventory and the Career Development Inventory. The former contained one behavioral and two affective scales of work importance, and one affective measure of commitment to home and family. The latter contained two affective and two knowledge scales of work importance. These three presumptive basic components of role importance, behavioral, affective and cognitive, were each shown to be identifiable and independent.

Distinctive role patterns emerged in the three cultures. Australian students had the highest work participation, but the lowest work commitment. Portuguese students had the least work experience and the lowest values realization through work. Students in the USA were the most committed to home and family and had the highest values expectation through work.

Sex and role salience were related. Australia and the USA

had similar patterns with females more committed to home and family than males and more committed to home than to work. In contrast Portuguese females reported higher levels of commitment to work than did Portuguese males and both sexes were relatively more committed to work than to home.

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The assumption one makes in doing cross-cultural research is that culture does make a difference, i.e., even though one compares groups of people who are demographically similar in respect to socio-economic status, educational attainment, age and sex, if these groups are from diverse cultural backgrounds, each group will have a unique set of values and attitudes reflecting their particular heritage. This basic cultural identity can be expressed through the various roles that individuals play in their life-span and life-space (Super, 1980); roles such as worker, student, citizen, home and famly member. One question we can ask then is, "How important is a particular role and how is it played out in one culture as compared to others?" To answer this question we need to conceptualize the essential components of role importance. One model of the absolute importance of life career roles can be seen in Figure 1. On the baseline of the triangle are the three basic components of role importance, of the importance of any role whether it be that of worker, homemaker, or other. These components are commitment, participation, and knowledge.

Commitment is the attitudinal, the affective aspect of importance, the emotional attachment one feels for the role. But, one can be committed to a role without doing anything about it. For example, I might feel quite passionately about a political candidate and argue vigorously with my friends concerning that person's abilities, but never get around to contributing money, working in the campaign or even voting for my candidate. Thus, the second item on the base of the triangle is the behavioral component, participation, and is a measure of the amount of activity involved in relation to a particular role. But, again, one can be committed to a role, have much experience in it, but know nothing about what it entails. I might dream of being a ballerina, go to many performances, but not have any idea of the skill needed or the work involved in obtaining my goal. Thus the third basic component of role salience is, of course, the cognitive, i.e., the information, knowledge and understanding that one has about a role.

The model shows that these three basic components of commitment, participation, and knowledge combine through a second level of relationships to determine the importance of a role. Super (1983) tested the validity of the model in relationship to work salience in high-school students and showed that the baseline components were relatively

independent.

Thus, when looking at role salience across cultures, all three basic components should be considered. Fortunately, two international instruments, The Salience Inventory[1] and the Career Development Inventory-School Form (Super, Thompson, Lindeman, Jordaan, and Myers, 1979) could be used. Between the two instruments all three elements, participation, commitment and knowledge, of at least the worker role, could be adequately investigated. The Salience Inventory (SI) assesses the behavioral and attitudinal components of five roles, including those of worker, and is available in, among other countries, the USA, Australia, Portugal, Spain, Yugoslavia and the United Kingdom. The Career Development Inventory-School Form (CDI-S) assesses the attitudinal and cognitive aspects of career maturity and is available in the USA, Austalia, Quebec and the rest of French-speaking Canada, Portugal and Spain.

Although many roles could be considered in a paper such as this one, the key roles of worker and family member were chosen because both appear consistently in all cultures and because each society defines for both what is the role appropriate behavior for various societal segments. For example, all cultures divide labor according to sex and age, with different expectancies for women and for men, as well as for the older and the younger. In addition, cultures expect different

behavior of those from different socio-economic levels.

The aim of this paper was to better understand the nature of roles cross-culturally. It addressed the importance of home and work to high-school students from varying socio-economic levels and in three countries: the USA, Australia and Portugal.

Methods

Sample

The USA sample was drawn from the 10th and 11th grades of three schools in central New Jersey: one of them an inner-city school drawing on poor neighborhoods which have high percentages of welfare families, blacks, and Hispanics; another a suburban school which draws heavily from employed professional, managerial and clerical families; and one a vocational and technical school which draws from the same area as the suburban school but attracts more pupils from the semi-skilled families which also live in the area. Subjects numbered 204 with 90 or 44% being boys, and 114 or 56% girls. Parental occupation was coded according to the Hamburger Revision of the Warner Scale (Warner, Meeker, and Eells, 1949) on a 1-7 scale with 1 being high. Although an attempt had been made to obtain an equal distribution the categories were somewhat skewed to the upper levels (level 1=3 Ss, 2=42, 3=49, 4=61, 5=28, 6=12 and 7=9).

The Australian data sampled the 10th grade at four different schools: one of them a coed state high school in a Melbourne suburb with an average SES index; another a coed state high school in a below average suburb with around 50% of students either immigrants themselves or with immigrant parents; a third from Melbourne, a boys' private school catering to middle and upper-middle class families; and one Brisbane coed church school which draws from all SES levels, though since fees are charged the lower SES is probably underrepresented. Subjects numbered 114 with 62 or 54% being boys, and 52 or 46% girls. Parental education was coded into six categories (Broom, Duncan-Jones, Lancaster-Jones, and McDonnell, 1977). Again, although an attempt had been made to obtain a wide socio-economic representation the results are skewed toward the upper level. (Level 1=51 Ss, 2=23, 3=7, 4=14, 5=10, 6=9).

The Portuguese sample consisted of 158 (69 or 44% boys and 89 or 56% girls) 11th graders drawn from one secondary school in Lisbon. Parental occupation was coded according to a five-point scale (1 = professional, 2 = managerial, 3 = clerical and sales, 4 = skilled and 5 = semi-skilled and unskilled). Again, the sample was somewhat skewed to the upper levels (Level 1=46 Ss, 2=13, 3=73, 4=18, 5=8).

Since the three countries used three different methods of determining SES level, a comparison was made by collapsing categories according to description: Professional and Managerial (USA 46%, Australia 65%, Portugal 37%), Clerical and Sales (USA 30%, Australia 6%, Portugal 47%), and Skilled and Unskilled workers (USA 24%, Australia 29%, Portugal 16%). Thus all samples are skewed toward the upper SES levels with more than 70% of the population being white collar workers. Either the sampling procedure was inadequate or the results underscore the difficulty of obtaining representative samples of lower SES levels. For example, in the USA more than 300 Ss were sampled in all, but only 204 were usable due to non-completion of one or more instruments. The data which had to be eliminated came primarily from the inner-city school.

Instruments

The Salience Inventory[2] consists of three parts; 1) Participation in the roles of Student, Worker, Citizen, Homemaker, and Leisurite; 2) Commitment to each of these roles; and 3) Values Expectation in each role. The last two measures are different in the types of items used but similar in the trait they seek to assess, the affective component of role importance; the Participation Scale, on the other hand, uses the same format as the Commitment Scale, but different content, and was designed to assess the behavioral component of the

importance of a role. The SI has gone through the psychometric processes of specifications and item-writing, refinement and purification and has been found (Nevill, 1982) to be an internally consistent and stable instrument that measures meaningful constructs.

The Career Development Inventory-School Form[3] (Super, et al, 1979) was developed after some fifteen years of basic research on the nature of career maturity (Jordaan and Heyde, 1979; Super, 1955; Super and Overstreet, 1960) and after another fifteen years of development work resulting in the published inventory and manuals. The CDI-S has five basic scales, Career Planning (CP), Career Exploration (CE), Decision-Making (DM), World-of-Work Information (WW), and Knowledge of the Preferred Occupational Group (PO). The first two scales measure conative aspects of career maturity and the latter three measure cognitive aspects. The CDI-S has been shown to have successfully assessed both attitudinal and cognitive factors and to have internal consistency, stability, and construct validity (Thompson and Lindeman, 1981). In the process of adaptation to use by different countries, several changes were made which need to be noted. First, the occupational information test, Knowledge of the Preferred Occupational Group (PO), is a test that can be answered for any occupation and is scored for any of 20 major occupational fields according to that chosen by the respondent. This scale has been difficult

to develop in a number of countries, partly because of the lack of data on which to base scoring keys. Since it was not on either the Australian or the Portuguese versions of the CDI-S the PO scale was not included in this study. Secondly, the items that comprised the other four scales of the CDI differed both in content and in number among the three countries. Consequently, comparisons among cultures can be only correlational in nature when using scales for the CDI.

Procedure

The appropriate versions of the Salience Inventory and the Career Development Inventory were administered during regular class periods. Instructions in the native language were provided on the cover of each of the instruments.

Results

This paper looked at the relationship between SES, sex, and various measures of the roles of worker and home and family member. The Participation Scale of the Salience Inventory (SI) measured the behavioral component of work; the Commitment and the Values Expectation scales of the SI, as well as the Career Planning and the Career Exploration scales of the Career Development Inventory (CDI), measured the affective components of the work role; the Decision-Making (DM) and World-of-Work Information (WW) scales of the CDI measured the cognitive

component of the work role; and the Commitment Scale of the SI measured an effective component of the home role.

Overall mean comparisons were only possible for the four measures of the SI as the composition of this instrument was the same across the three countries. *F* tests on the means were significant for all four measures: Participation in Work, $F(2,480)=174.48$, $p<.0001$; Commitment to Work, $F(2,480)=98.40$, $p<.0001$; Commitment to Home, $F(2,480)=49.06$, $p<.0001$; and Values Expectation in Work, $F(2,476)=29.34$, $p<.0001$.

Subsequent followup *t* tests between all pairs of the three means allowed individual comparisons among the three countries. These results are shown in Figure 2. Several interesting patterns emerged. Participation in Work is the highest in Australia even though these subjects are from the youngest group, that sample being drawn exclusively from the 10th grade. Participation by the 10th and 11th grade students within the USA falls between the other two countries. Commitment to Work is similar in Portugal and the USA, both of which are significantly higher than Austalia. However, students in the Australian sample are the youngest group and may not feel as pressed to take on the responsibility of the worker role. The USA sample reported a significantly higher commitment to home and family than did either Australian or Portuguese students. A similar pattern was found on values realization through work with students in the USA expecting to realize more values through

work than did those in either Australia or Portugal.

Correlations between SES, sex, the four different SI measures, and the four CDI scales for each country are given in Tables 1, 2 and 3. Concerning SES, the table shows that only in Australia was SES significantly related to any of the other variables. The higher the SES the higher the performance on the cognitive scales of the CDI. Further analyses of variance confirmed these findings, with significant relations found between SES and DM, $\underline{F}(5,108)=10.79$, $p<.0001$) and WW, $\underline{F}(5,108)=8.54$, $p<.0001$). Thus, boys and girls from professional, managerial, and clerical families in Australia, tend to score higher on the knowledge component of work importance than do students from skilled and unskilled worker families. This distinction is not found in Portugal or the USA.

The pattern of relationship among the three components, behavioral, affective, and cognitive, of the importance of work is similar for all three countries. Overall, the behavioral measure of participation in work is more highly related to the affective than to the knowledge measures. In Australia there is a stronger correlation between Participation in Work (PW) and the affective measures (SI-CW and VW, CDI-CP and CE) of work importance (md=.47) than with the knowledge measures (md=.30) of the CDI (DM and WW). A somewhat similar

pattern holds for Portugal and the USA with positive, though low, correlations with the affective measures (Portugal, md=.23; USA, md=.31), but with much lower or negative correlations with the two knowledge measures (Portugal, md=-.11; USA, md=-7). Thus if one has participated in work there is a tendency for commitment to work to be higher, but not necessarily for one's knowledge to be higher.

Only in Australia does there appear to be a relationship between the affective measures and the knowledge measures, with positive correlations between, on the one hand, VW, CE, and CP, and, on the other hand, DW and WW, ranging from .16 to .35. In the other two countries the conative and cognitive measures stand as independent components.

As expected the four affective measures of work are highly related to each other in all three countries (Australia, md=.23; Portugal, md=.30; USA, md=.31). The two knowledge measures of the CDI are also highly correlated to each other (Australia, .77, Portugal, .45 and USA, .72).

Inspection of Tables 1, 2, and 3 also reveal the relationship between sex and the three components of work importance. On the behavioral dimension Australian females report more work participation than males (.34), but males have more experience than females (-.19) in the USA. The sexes do

not differ on this behavioral measure in Portugal. On the affective components of work importance females score higher on career exploration in all three countries (.33, .16, and .26, respectively). This finding is confirmed by analysis of variance results: Australia, $F(1,112)=6.66$, $p<.01$; Portugal, $F(1,156)=3.90$, $p<.05$; USA, $F(1,202)=14.13$, $p<.001$. In Australia females value work more highly than males (.29) and in Portugal they are more committed to work (.28) than are males. On the knowledge component in all three countries females score higher on both the cognitive scales, DM and WW, of the CDI (md=.21), a not unusual finding at this age level.

The relationship between sex and commitment to home and work was examined in two ways. The first was by ascertaining the point-biserial correlations shown in Tables 1, 2 and 3. In Australia the correlations equaled only .09 ($p>.05$) for Commitment to Work, but .25 ($p<.01$) for Commitment to Home. Although the sexes did not differ in their commitment to work, Australian females are significantly more committed to home than are males. In the USA a similar pattern occurred with correlations of .03 ($p>.05$) for Commitment to Work and .17 ($p<.05$) for Commitment to Home and Family. Students in the USA did not differ between the sexes in their commitment to work, but USA females, like their Australian counterparts, were more committed to home and family than were males. A different pattern was found in Portugal. Correlations equaled

.28 ($p<.01$) for Commitment to Work and .33 ($p<.01$) for Commitment to Home and Family. Portuguese females were more committed both to work and to home than were the males.

The second way in which the relationship between sex and commitment to home and work was examined was by dividing the subjects into three groups, those scoring higher on the Commitment to Work role than on Commitment to Home, those scoring about the same on both scales, and those scoring lower on the Work than on the Homemaking scale. The results of these analyses are shown in Tables 4, 5, and 6. In Australia males are relatively more committed to work over home, while females are more committed to home over work. Again a similar pattern appeared in the USA and Australia, with high-school USA males being relatively more committed to work over home and females to home over work. In Portugal a different pattern emerged. Both sexes were relatively more committed to work than to home.

Discussion

One of the aims of this study was to look more closely at the WIS Model of Role Importance. In an earlier article Super (1983), using college students from the USA, had shown that the three presumptive basic components of the importance of a role were identifiable and only slightly or not related to each other. As the Work Importance Study is an international

collaborative effort, verification of the model in other countries should be possible. The current study tried to ascertain the relative independence of the components of participation, commitment, and knowledge in three countries, Australia, Portugal and the USA. Participation was measured by the SI scale PW; the affective component was measured by the SI scales of CE and CP; and the cognitive component was measured by the CDI scales of DM and WW. The assumption is that correlations across components (SI-PW as compared to SI-CW, SI-VW; CDI-CE, and CDI-CP as compared to CDI-DM and CDI-WW) are slight or negligible while correlations within a component would be higher. The results were as expected. In general there were only low levels or negligible correlations among scales representing different components and much higher correlations among scales within components. The highest correlations found were between the two knowledge measures. In general Participation was more highly correlated with the affective measure than with the cognitive measure. At the high school level experience in work leads more to valuing work than to knowledge of work. Since high-school students are still at a stage of exploration this finding appears reasonable. The world of work seems remote to most of them, especially to those anticipating further education and to those whose careers seem likely to be determined by the opportunity structure. The Career Pattern Study (Jordaan and Heyde, 1979; Super and Overstreet, 1960) has shown that the career information of most

high-school students, even seniors, is very limited: they may know something about the education needed but they know little about actual job requirements, duties at work, and the way of life.

A second aim of the study was to determine whether or not different role patterns relating to home and work would be found in different cultures. The results suggested the following profile that might be typical of a particular culture.

In Australia the motto might be, "Working more but enjoying it less." Although they were the youngest group, the Australian students had the most work experience but the least commitment to work and expected to realize only a moderate amount of values through their work. The Australian sample was the most skewed toward the upper socio-economic levels with 65% coming from professional and managerial families so the early work experience was not due mainly to economic need, as even the upper socio-economic levels saw to it that their children work more at younger ages than do either Portuguese or American families. Surprisingly enough the relationship was stronger for females than for males as the former reported higher levels of work participation than the latter. Females also expected to realize more values through work than did their male counterparts, and were more committed to home and family. Thus, a

typical Australian respondent in this study would be a female from an upper middle class family, who would have relatively more work experience but be relatively less committed to it than in Portugal or the USA. She would be more committed to her home and family than to work, but would expect to receive more values through work than her male counterpart and would also be more committed to home and family than he would be.

The motto for Portugal might be "Protected from work, but committed to it." Although the Portuguese students were older on the average than either of the other two groups, they reported the least participation in work. However, this relatively lowered work experience might have had an effect on their atitude toward work. At the same time that Portuguese students reported similar levels to the USA in commitment to work and significantly higher commitment than did the Australian, the Portuguese 11th graders expected to realize fewer values through their work than did either of the two other countries. Perhaps having been relatively protected from work caused them to yearn for the experience, but to not have enough information about it to know what values they wanted to actualize through their work. The Portuguese were the only group in which both sexes were relatively more committed to work than to home. Interestingly, Portuguese females were more committed to the worker role than were Portuguese males, but the sexes did not differ on commitment to home and family. Why

high-school students, particularly females, in Portugal reported such high levels of commitment to work is a topic in need of further study. In summary, a typical Portuguese respondent of either sex would have had relatively little work experience, but nonetheless be highly committed to the worker role even more than to the homemaker role.

The motto for the USA might be "Commitment to home and values through work." Subjects in the USA reported the most commitment to home and family and the most value expectation through work. In relation to the home, the sexes showed a similar pattern to that found in Australia. Females were more committed to home and family than were males and females were relatively more committed to home than to work. However, in contrast to Australia where females reported more participation in work than did males, the reverse held for the USA sample where males had more work experience than did females. In summary then, a typical USA respondent might be a male who had relatively high values expectation through work and who, though not as committed as his female counterpart, nonetheless was willing to express relatively higher commitment to home and family than if he had been from Australia or Portugal. He would be more likely to have a job than would a female of his own age.

In conclusion, what were the distinguishing charac-

teristics of each culture? Australian high-school students worked the most, but were the least committed to it. Portuguese high-school students worked the least and expected to realize the fewest values through their work. The high-school students in the USA were the most committed to home and family and expected to realize the most values through work. The relationship between sex and role salience was similar in Australia and the USA with females being more committed to home and family than males and females expressing more commitment to home than to work. In contrast, Portuguese females reported higher levels of commitment to work than did Portuguese males and both sexes were relatively more committed to work than to home.

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Notes

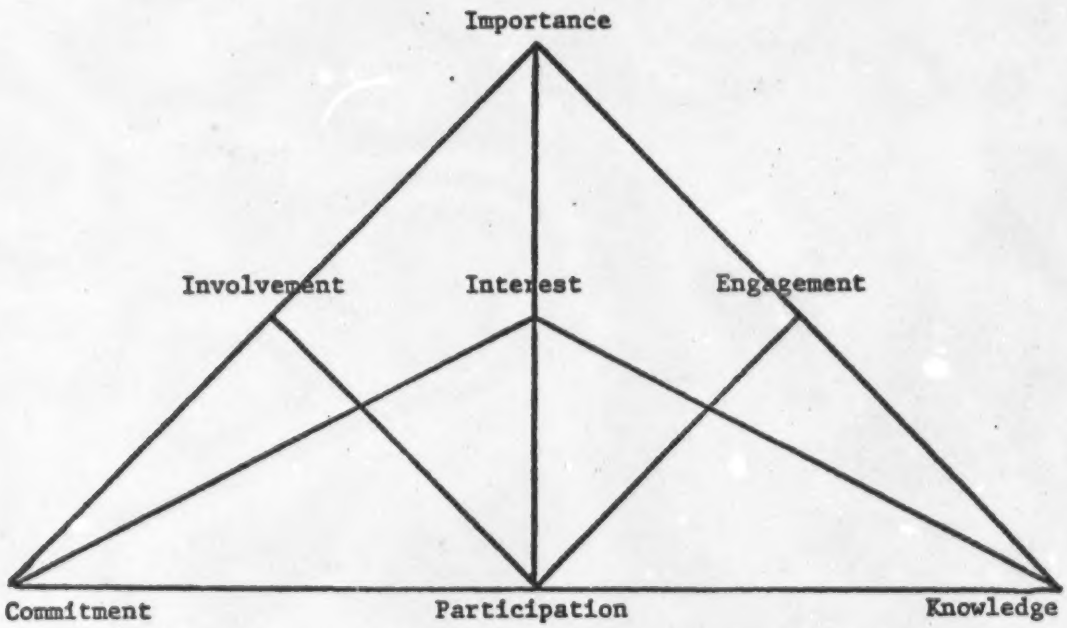
[1]The Salience Inventory was developed by the Work Importance Study, an international network of national projects coordinated by Donald E. Super, Teacher's College, Columbia University.

[2]The USA version is authored by Donald E. Super, Teacher's College, Columbia University and Dorothy D. Nevill, University of Florida. The Australian version was adapted and reproduced by the Australian Council for Educational Research. The Portuguese version was developed under the direction of the national project director, J. Ferreira Marques, University of Lisbon.

[3]The Australian version was adapted by the Australian Council for Educational Research. The Portuguese version was adapted by Luis A. Caeiro and J. Ferreira Marques of the University of Lisbon.

Figure 1

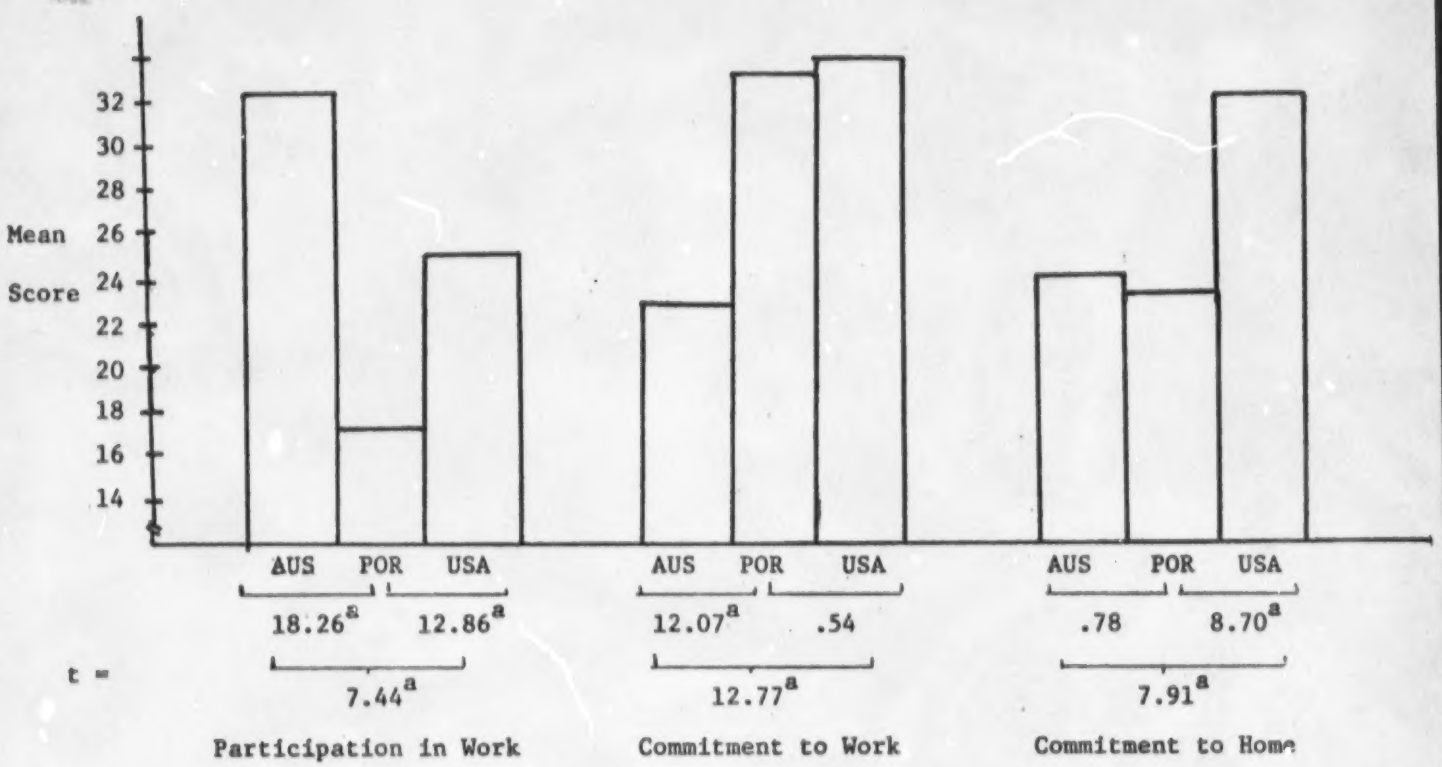
A Model of the Importance of the Work or
Any Other Life Career Role

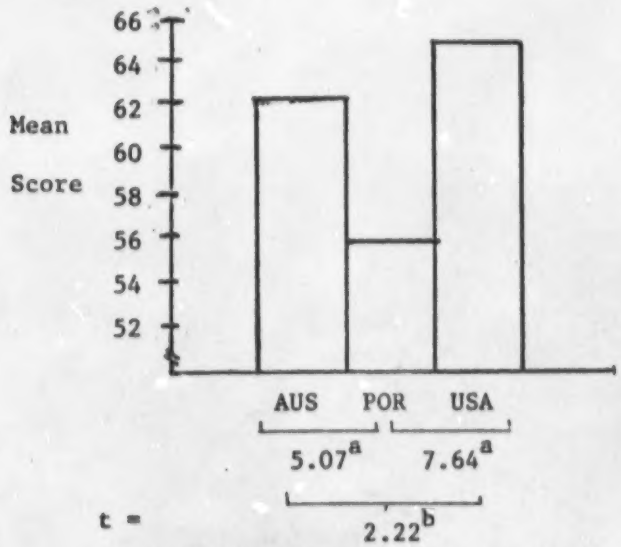


Developed by Donald E. Super while at the National Institute for Careers Education and Counselling in Cambridge, England, in collaboration with Jennifer M. Kidd and Edward G. Knasel.

Figure 2

Mean Scores and Significance Levels for Participation in Work, Commitment to Work, Commitment to Home, and Values Expectation for Work for High School Students in Australia (N=114), Portugal (N=158) and the USA (N=204)





$^{a}p < .001$

$^{b}p < .05$

Table 1

Correlations[a] Between SES, Sex, Work and Homemaking Salience Measures, and the School Form CDI for 114 10th Grade High School Students in Australia

Variable[b]	SES	Sex	SI				CDI			
			PW	CW	CH	VW	CP	CE	DM	WW
SES	-	.13	-.05	-.04	.05	.00	-.05	-.08	-.45	-.51
Sex			.34	.09	.25	.29	.05	.33	.17	.16
SI-PW				.60	.18	.66	.36	.26	.23	.37
CW					.21	.37	.24	.08	-.05	.05
CH						.18	.04	.16	-.08	-.01
VW							.24	.27	.17	.35
CDI-CP								.45	.20	.22
CE									.16	.29
DM										.77
WW										

[a]Absolute values of .18 or larger are significant at the .05 level (two-tailed): with the one-tailed test suitable for directional hypotheses smaller r's are significant. Significant r's are underlined.

[b]Sex: Positive score = females scored higher on the variable
SES: Socio-economic status (1 to 6 scale with 1 being high)
SI-PW: Salience Inventory - Participation in Work
CW: " " - Commitment to Work Role
CH: " " - Commitment to Homemaking Role
VW: " " - Values Expectation in Work
CDI-CP: Career Development Inventory - Career Planning
CE: " " " - Career Exploration
DM: " " " - Decision Making
WW: " " " - World-of-Work Information

Table 2

Correlations[a] Between SES, Sex, Work and Homemaking Salience Measures, and the School Form CDI for 158 11th Grade High School Students in Portugal

Variable[b]	SES	Sex	SI				CDI			
			PW	CW	CH	VW	CP	CE	DM	WW
SES		-.05	.01	.02	.01	-.08	-.06	-.01	.00	-.09
Sex			.03	.28	.33	-.08	.10	.16	.21	.17
SI-PW				.35	.18	.20	.21	.15	-.08	-.14
CW					.50	.38	.25	.28	-.11	.04
CH						.19	.19	.31	.07	.08
VW							.21	.24	-.02	-.03
CDI-CP								.50	.01	-.03
CE									.11	.11
DM										.45
WW										

[a]Absolute values of .15 or larger are significant at the .05 level (two-tailed): with the one-tailed test suitable for directional hypotheses smaller r's are significant. Significant r's are underlined.

[b]Sex: Positive score = females scored higher on the variable
SEX: Socio-economic status (1 to 5 scale with 1 being high)
SI-PW: Salience Inventory - Participation in Work
CW: " " - Commitment to Work Role
CH: " " - Commitment to Homemaking Role
VW: " " - Values Expectation in Work
CDI-CP: Career Development Inventory - Career Planning
CE: " " " - Career Exploration
DM: " " " - Decision Making
WW: " " " - World-of-Work Information

Table 3

Correlations[a] Between SES, Sex, Work and Homemaking Salience Measures, and the School Form CDI for 204 10th and 11th Grade High School Students in USA

Variable[b]	SES	Sex	SI				CDI			
			PW	CW	CH	VW	CP	CE	DM	WW
SES	-	-.08	.05	-.02	-.02	.11	.01	-.12	.12	.06
Sex			-.19	.03	.17	-.07	.12	.26	.24	.18
SI-PW				.54	.20	.44	.18	.07	-.11	-.03
CW					.39	.69	.33	.15	.10	.17
CH						.30	.25	.22	.05	.07
VW							.29	.19	.02	.05
CDI-CP								.35	.12	.12
CE									.05	.01
DM										.72
WW										-

[a]Absolute values of .14 or larger are significant at the .05 level (two-tailed): with the one-tailed test suitable for directional hypotheses smaller r's are significant. Significant r's are underlined

[b]Sex: Positive score = females scored higher on the variable
SEX: Socio-economic status (1 to 7 scale with 1 being high)
SI-PW: Salience Inventory - Participation in Work
CW: " " - Commitment to Work Role
CH: " " - Commitment to Homemaking Role
VW: " " - Values Expectation in Work
CDI-CP: Career Development Inventory - Career Planning
CE: " " " - Career Exploration
DM: " " " - Decision Making
WW: " " " - World-of-Work Information

Table 4

Relative Importance Attached to Work and Home
by 114 10th Grade High School Students in Australia

		Work > Home	Work = Home	Work < Home	TOTAL
Males	N	25	6	31	62
	%	(21.93)	(5.26)	(27.19)	(54.39)
Females	N	17	0	35	52
	%	(14.91)	(0.00)	(30.70)	(45.61)
Total	N	42	6	66	114
	%	(36.84)	(5.26)	(57.89)	(100.00)

Chi Square = 6.94 ($p < .05$)

Table 5

Relative Importance Attached to Work and Home
by 158 11th Grade High School Students in Portugal

		Work > Home	Work = Home	Work < Home	TOTAL
Males	N	62	1	6	69
	%	(39.24)	(.63)	(3.80)	(43.67)
Females	N	75	3	11	89
	%	(47.47)	(1.90)	(6.96)	(56.33)
Total	N	137	4	17	158
	%	(86.71)	(2.53)	(10.76)	(100.00)

Chi Square = 1.192 (p = .55)

Table 6

Relative Importance Attached to Work and Home
by 204 10th and 11th Grade High School Students in U.S.A.

		Work > Home	Work = Home	Work < Home	TOTAL
Males	N	75	19	57	151
	%	(22.12)	(5.61)	(16.81)	(44.54)
Females	N	68	26	94	188
	%	(20.06)	(7.67)	(27.73)	(55.46)
Total	N	143	45	151	339
	%	(42.18)	(13.28)	(44.54)	(100.00)

Chi Square = 6.54 ($p < .05$)